



## Oldies but goodies

The Twin Cities metropolitan area is now being served by the most comprehensive bottle and can recycling center in the nation. Located at GGG Pelham Boulevard, St. Paul, the Metropolitan Bottle and Can Recycling Center serves the dual role of reclaiming materials for industry and providing job opportunities for individuals with specific disabilities.

The Center is a self-supporting enterprise, operated by the Occupational Training Center (O.T.C.) It hopes to maintain operation on the income received from the glass and metal companies for the reclaimed materials, which will be divided equally between the O.T.C. and those who bring the containers to the Center. However, in case of a deficit, the Coca-Cola Bottling Midwest Inc. and Theodore Hamms Company will supply money to help meet its demands.

Non-returnable bottles, steel and all-aluminum cans are wanted at the Center. Contributors will receive 1/2-cent per pound for clear and amber glasses, 3/4-cent per pound for green glass and steel cans, and 5 cents per pound for all-aluminum cans. Pickup service is available, but anything under a ton will not

receive payment.

The Center tries to keep instructions to a minimum for returning glass bottles and cans. The following procedures, though, are encouraged:

### GLASS BOTTLE PREPARATION:

1. Glass containers must be thoroughly rinsed clean. Labels need not be removed.
2. All caps or closures must be removed from bottles or jars. The metal ring that remains on the neck of non-returnable soda and beer bottles with twistoff caps must be removed.
3. Glass containers must be sorted by color: AMBER, GREEN, and FLINT (clear).
4. All glass must be containerized. Use boxes, bags or drums. Do not use containers larger than 55-gallon drums.
5. Broken glass will be accepted. It is preferred that bottles be whole. If broken, do not crush into particles that are too fine. Large pieces are necessary.
6. Only bottles are accepted. Other types of glass, such as dishes, window plate and windshields are not usable.

### CAN

### CAN PREPARATION:

1. Cans must be thoroughly rinsed clean. Remove all paper

labels.

2. Remove ends and place them inside containers before flattening. Flatten as much as possible. Certain beverage can ends cannot be cut by normal household can openers. In that case, flatten these cans as much as possible without removing rounded end.
3. Do not return aerosol, paint or oil cans. They cannot be accepted.
4. Cans should be separated. Steel cans are identified by side seams and flat bottoms. All-aluminum cans are non-magnetic, do not have side seams and have rounded bottoms.

The Center cannot guarantee full payment if these requirements are not met.

One of the impressive characteristics of the Center is its aim for employing people with specific disabilities. The building not only houses the Center, but also various other work programs guided by the Occupational Training Center. These programs emphasize the development of good attitudes and skills, such as punctuality and respect for fellow workers and staff members. The Center employs 20 workers, with 3 staff members.

Safety is a serious concern for the Center right now. The fine particulars of glass released into the air as the glass is crushed are dangerous if inhaled. Even with face masks, particles might filter through. The Center is in the process of bidding for venting systems which might aid in overcoming this difficulty.

In its first month of operation, the response from the public has been good, according to Ted Gilson, a staff member who guided members of the Sword Staff for a tour. Even on their slow days, as much as five tons have been received. The Center hopes to make its first run to smelting centers in Shakopee and Rosemount the 8th of December. While publicity has included the radio and newspapers, the main incentive seems to be passed by word of mouth. Clubs and organizations are encouraged to organize efforts which will be beneficial to themselves, to the center, and to the community. Individuals or organizations can obtain detailed information by calling 488-0334 Tuesday - Saturday between the hours of 8 a.m. and 4:30 p.m. or by writing to the O.T.C.'s main office, 2345 University Ave., St. Paul 55114, for printed instructions.

## Sketch contest

### Rules:

...The sketch contest is open to all students presently attending Concordia College, St. Paul, Minnesota. There will be \$30 in prizes: \$15 for first place, \$10 for second place, and \$5 for third place. The judges will be art instructors from off-campus, in order to insure objectivity in the judging.

...Sketches which are entered may be on any subject and in any style. In order that the winning sketches can be reproduced in THE SWORD, all sketches must be done in either: black india ink, black felt pen, or black charcoal. They can be no larger than 10" x 15" and no smaller than 8" by 10". Charcoal sketches must be coated with a fixative to prevent smudging. There is a limit of three sketches per person. On the back of each sketch entered, the person who drew the sketch must write his name and address. The address should include: if a dorm student, the name of the dormitory, room number, and phone number; if a city student, your mailing address, and phone number. Anonymous entries will be automatically rejected.

...All entries must be mailed to; Sketch Contest, THE SWORD, box 600, via campus mail. Please do not fold your sketches, but rather roll them if they are too large. Entries must be received no later than 5:00 p.m. on Thursday, January 20, 1972. Winning sketches will be printed in February 18th issue of THE SWORD, and prizes will be distributed accordingly. All sketches, entered will be put on display in the library.

## Be prepared Student teaching now pass-no pass

The Snow Week Committee wishes to inform you that plans are being completed for "Concordia's Snow Week of Fun." This year we are retaining many of last years' popular features such as ice skating, dance, student-faculty talent show, movie and coronation. We are modifying some things like coronation and adding new things like a softball game in the snow, an all school party, a sleigh ride and snowman building contest. At this time the Committee wishes to ask those interested to bring a softball glove back from vacation and urges all to bring back ice skates if you can. Finally we wish you a blessed Christmas and a promise for fun the the New Year.

A new part of the teacher education program this quarter and spring quarter will be the option of taking Student Teaching I and II and the Office of the Christian Teacher on a pass-no pass basis. This suggestion was approved by the faculty at a meeting on November 15.

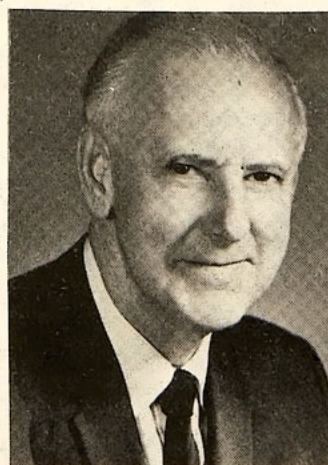
If a student chooses to take a class on the pass-no pass basis a written evaluation will be given instead of the grade. In fall, 1972, Student Teaching will be required pass-no pass, and the Office of the Christian Teacher will remain an option.

What is the student reaction to the change? Most comments

seem to be in favor of it. "How can you evaluate a student teacher with a letter grade?" "Some people rely on the six credit A or B and let their other courses go."

Some feel the new system is more objective, especially when the student teacher has a bad situation, such as a poor cooperating teacher.

There may be a few who feel they will be motivated only when they can work for an "A", yet hopefully everyone will do their best, no matter what the system, simply because they want to be good teachers.



Dr. Wm. A. Poehler  
Concordia's former president

*in memory*



# A self-contained entity

Concordia College, St. Paul, is not the most influential institution of learning in our synod, but it does at least have one feature which makes it somewhat unique among our synodical schools. We are a city college, a part of the inner urban mesh of one of the larger metropolitan areas of our country. And as such, we have "at our doorstep" a wealth of learning experiences. Human experiences which are vital to us, for we are a human college, more so than other colleges might be able to claim, for we deal solely in relation to human needs. Yet we quaintly tend to neglect the advantages of our position.

The doctrine that seems to prevail on campus is that we ought to become a self-contained entity. A community within a community, capable of maintaining the interest and enthusiasm of our students during the week and especially during the weekends. The student union was displayed as one means to this end.

The same type of attitude carries over to classes. Most classes are taught as self-contained entities. Learning is treated as beginning and ending in the classroom. And to make sure the student understands and recognizes the validity of this great truth, he is loaded down with sundry reading and writing exercises, which are quite effective in limiting outside education. The student who builds an education beyond the walls of Concordia quite often does it in spite of Concordia.

Now, fair consideration should be given to those courses wherein the professors are genuinely trying to open up the subject to the possibilities of our community. I think I would be safe to say that students taking those subjects would generally agree that the course was definitely more interesting due to the community interaction. No course can be an entity of itself. To hold value, it must relate to practical life. Yet so often, we are taught mere subject, and no relation.

I publicly challenge each professor on this campus to build relevancy into their courses, to open their minds, and subsequently, their subject matter to the possibilities the position of this college offers. Let's see something other than perpetual lecture. The lecture is, more often than not, the lazy man's way of educating. Let's start making use of our community.

I put forth a second challenge. Professors who might be trying to open their courses are often met with somewhat of a detriment — the mere physical makeup of the curriculum of Concordia. The limitations

in scheduling and length of course, and also, though not officially, the extensive burdens placed on the student in other courses (which often boils down to petty busywork), are often successful in aborting attempts which an individual professor might undertake to open his own classroom. (Though I cannot emphasize enough that even under these circumstances, a great deal more imagination could be applied than what is being currently applied in most classrooms.) The challenge I issue is that of developing new curriculum which would better adapt itself to teaching subject as well as relation.

One aspect of solving this problem, I think, lies in the value of the interim system, as practiced by many schools in our country, including Fort Wayne, and a number of other synodical schools. Interim involves reserving a month between quarters for what could be termed independent study. You may study a particular subject through books and the like, or you may go right out in the community and develop your own self-styled project, and get credit for it. For instance, I know of one guy who did a study of the skid row environment and people, another who visited and studied the Black Panthers, and so on. The system holds exciting possibilities.

I would like to see response to this concept, pro or con. How do you feel about a system like this? Would you like to see it initiated at Concordia? I encourage you to write in. This problem of curriculum is by no means easy, and needs help and suggestions from all sides, including and especially, from the students.

Now, let's view the so called non-academic side of this concept; that of maintaining that the campus should be a self-contained entity during the weekends. This idea was pushed last year and also the year before. Yet do you realize that the average number of students remaining on campus per weekend, since September, is under 200? This doctrine doesn't hold water, and there's no reason why it should. There are countless things to do, to see, and learn right in the near vicinity. We should encourage, rather than discourage, our students to take advantage of these possibilities, and should provide them opportunities to do so. To this end, the Student Senate has established a committee to look into the possibilities of activities in the community, and to provide bussing for these activities. I commend the Senate for their insight, and would like to see this concept broadened. Students often go through four years at this college, and know only scant tidbits of what's happening in the immediate community. This is especially sad when considered in the light of all the learning experiences that could be gleaned in our own community. Concordia Bronxville, in co-effort with three New York churches, initiated a program of community interaction (the program described elsewhere in this paper), which has become a successful and rewarding outreach for the students involved there. A similar program might hold some exciting possibilities for Concordia St. Paul.

geb

## asides. . . geb

Monday chapel was such a heartening experience. There was groundbreaking and a promise issued that only one tree would be cut down for the new student union. It is equally disheartening to count ten trees cut down at the building site. How sacred are the promises of the CSP administration.

Memo to night watchman: It would be advisable for you to watch your conduct somewhat. Accusing people of being drunk when they haven't had a drop, and disrupting the coffeehouse doesn't make for good relations. Students on this campus aren't that bad to get along with, if a little effort is put forth on both sides.

It is a sad scene when a girl must hand over her notebook to her boyfriend during a final, so he and other cronies can scan it for outright brazen cheating. Beyond the moral aspects of this situation, those involved were those who slang terms as "jocks". Jocks are often thought of as going to school on athletic scholarships, and though this obviously isn't consistently true, the attitude still remains. And when these same people are viewed cheating outright, the general attitude toward the athletic circles is sorely hurt.

Too bad coaches on campus sometimes become so desperate that they beg and plead with other professors to let their stars pass a particular course, if only he will at least come to class. It is hard to find pity on a situation like that.

A recent graduate of CSP supplies me with a bit of intriguing wisdom: Sophomores and juniors are usually the ones who are most outspoken as to the ills and concerns of the school. Freshmen are not usually aware of much of the undercurrent of college affairs, and seniors are cautious of their job security. The teaching situation being what it is, it becomes all too easy to tell the outspoken senior that placement being so difficult, a job just couldn't be found for him.

## Something to think about. . .

The following are thoughts and feelings expressed by a college student:

Why, oh why, is there this blankness of comprehension? To reread sentence after sentence, not understanding. . . To read title after title, but not remembering. . .

Is all the fault in me???

Can't I hack the responsibilities of preparation for teaching???

I feel such a weight on my head. . . All bogged down in thoughts. . . no chance to sort out and creatively express. . .

I'm rebelling against being told what to learn!!!

I want to learn. I love to wonder, to think, but somehow, conditions are hampering. . .

Would it ever be possible to have a circular arrangement in our classrooms. . . or semicircular. . . or some arrangement where we could all see one another? Such an arrangement

would emphasize that we learn both from the professor and from other students — that we are all in it together.

Secondly, could we ever have one more class period at the end of the quarter or after grades have been handed out to evaluate the class just finished? It's a touchy situation, I know. The student has to care enough about future students taking the class to risk an honest evaluation, whether good or bad. And the professor has to be open enough to accept new ideas and criticism. But, wow, explosive things can happen when people work together in searching out improvements. And this opportunity just might be in explosive device to use in breaking down the wall that often exists between professor and student.

What are some of the possible areas that might be discussed? Two immediately pop into my

mind. It would be valuable to discuss what supplementary work was necessary and what work tended to bog the student down. Here is a chance for the student to better understand the goals of the professor and also a chance for the professor to learn about the time element in the student's load. Secondly, it might be valuable to discuss which areas covered during the class seemed to apply to a student's world and which really turned him off. This might indicate to the professor areas to dwell on or the need to acquaint the students with the purpose of a particular unit ahead of time so they can see why it is important.

The ideal situation would be for the student to respond spontaneously when he felt there was something wrong with a class. And the ideal situation would be for the professor to admit spontaneously when he feels the class is unresponsive. But realistically, this does not happen, so let's provide an opportunity.

B.P.

## Girls corralled

When in the course of Concordia's slow progress toward giving her student's a taste of life in the cold, cruel world beyond our mothers it becomes necessary for a female student who is under the magic age of twenty-one to be required to have permission to leave campus overnight, it becomes vital that those affected voice their protests. For those students who are unaware of the issue, let us state the facts of the case. A policy was blanketed over all female residents of Concordia this quarter, requiring them to obtain written permission from their parents to leave campus overnight. This was levied without any discussion or conference with students.

From our point of view this decision is a big step backward for Concordia. We are all big girls

now and our parents shouldn't have to give us permission to come and go. An eighteen year old girl in Minnesota could get married if she wanted to, but at Concordia she has to have a note from her Mommy to get off campus for a night. True, the college had a similar policy five years ago and even the University had one at least twenty years ago, but can't we progress from there? Our parents, hopefully, sent us off to school to get an education and learn about life. Concordia is isolated enough as it is without restrictions to keep us on campus. Students here are easily sheltered from the hard knocks the world might give us. Why shelter us any more? How are we supposed to learn responsibility and self-discipline when we still have to get permission to get off campus from our parents?

We realize that the purpose of this policy was probably not an attempt to keep the girls penned up. At least we hope not. It could probably be swallowed with less difficulty if the administration would tell us why such a decision was made. If it is a result of a few parents putting pressure on the school, why should the entire coed population suffer? Just because a few students do not have the responsibility, common sense, or courage to correctly sign out should not put the rest of the girls under restraint. If a few parents are worried that their "little" girl might be getting out from under their wing, why did they send her to school in the first place?

What is the reason behind this policy? If this issue is handled like others at Concordia, we will probably never know.

AJ



# AND COMMENTS

Dear Sir:

Our planet has been invaded! Nearly two thousand years ago an invasion, a divine invasion occurred! God became man in the person of His Son, Jesus Christ our Savior and stepped into time and history! With His coming, he brought and still brings: light in the midst of darkness, life in the midst of death! In Christ, we have hope! It certainly is a cause for us to CELEBRATE! In that lowly manger, we see God among us. We see the glory of our salvation! We cannot help but exclaim with the angels on that Holy Night: "Glory to God in the Highest and on earth, peace, good will toward men!" We CELEBRATE Him among us here on campus in our chapel with beautiful decorations and banners, but especially through the reading and preaching of the Word, in hymns and prayers of praise, and above all, in the Eucharist!

The Christmas story is the greatest LOVE STORY that has ever been told! God Himself became a human being, one of us! In Christ, He came as our BROTHER and shows Himself and the greatness of His love for us. As our brother, he took our place and suffered the shame and agony of our sins! As our brother, He leads us back to LIFE in UNION with Him, a life free from guilt, one of peace of heart and mind.

THE WORD BECAME FLESH AND DWELT AMONG US (GREEK: "TABERNACLED" AMONG US) The same Christ who dwelt in the tabernacle of His chosen people, the Jews of the Old Testament, is the same Christ who dwelt in the Tabernacle of His physical, visible body among his followers of the New Testament. This same Christ, dwells among us in His body, the Church. We see Him at work, as He comes to us daily in the reading, preaching, and studying of His Word here on campus; and when He gives Himself to us in common bread and wine in the Eucharist. We also see Him in our lives as we show concern, love and friendship to one another: between faculty, students, and between faculty and student, in and out of the chapel, classroom, dorm or wherever our work and play take us.

In Christ, we have hope! He is the light that shines in the darkness of our sinful lives. He is the light who guides our wandering footsteps through this sinned-darkened world, Christ came to free us from our sins through His life, death and resurrection. He comes to us with forgiveness in His word and in His Body and Blood in the Sacrament! We are now free to serve Him. He gives us His light so that we can follow in His steps through life. He lights the way to Himself, even as the star led the wisemen to the manger.

"... WE HAVE SEEN HIS GLORY, THE GLORY OF THE ONLY-BEGOTTEN OF THE FATHER, FULL OF GRACE AND TRUTH." — "We have seen His glory," says the Apostle John. He was an eye witness of the Savior. The Jews also saw God and His glory, as He led them by a cloud over their tabernacle by day and by a pillar of fire over their tabernacle by night. You and I, too, have seen His Glory as His Spirit burns within us. Yes, we really see Christ in our lives as we show love to one another and as it flows between us.

We can "see" Him only through the "eyes of faith." Only He can give us this faith through the "dynamite" of His all-powerful Holy Spirit. This faith must be all-surrendering, one that takes Him at His Word! John saw Christ visibly and believed through faith. The Jews of Christ's day saw Christ physically, yet rejected Him because they did not have faith!

As Christians, you and I have not seen Him, physically, but we shall! Now, we see Him by faith as we worship His presence among us in His word and by living as His children. Unfortunately, the unbeliever does not see Christ. Christ and His glory are hidden from those who don't have faith. The all important question to you today is: do YOU see Him through the eyes of faith? If you have doubts, ask Him for such a faith. Two thousand years ago, Christ, the Son of God, invaded this planet of ours and changed its course. He brought light and life amid darkness and death. Right now, He waits outside your heart's door to invade your life with His all-saving power. He comes to bring life and light, amidst darkness and death, into your life.

Lloyd Kupka

## Open dorm in your stocking?

Dear Administration via the Sword,

Wouldn't it be a nice Christmas present if someone would wrap up Open Dorm and give it to the students? The students' patience has worn thin after an entire quarter of waiting for the official word on Open Dorm. Of course we have had Open Dorm occasionally during the Fall quarter, but it seems as if the occasions were allowed so as to prevent a general revolt of the students.

Nasty rumors have been circulating among the students concerning who is responsible for the lack of Open Dorm. The Board of Control and various Administration officials have been named as the culprits in these rumors. I am of the understanding that the matter lies in the hands of the Board of Control, which is reviewing the entire policy of Open Dorm, and I am beginning to wonder if the Board of Control ever has any meetings. The people who are responsible for the lack of Open Dorm undoubtedly have many other responsibilities that take up their time, but since this is supposed to be a student centered college why can't we have some action on a concern of the students?

Perhaps I am making a false assumption when I give the impression that the reason for the lack of Open Dorm is due to the Board of Control fearing an outbreak of pregnancy, but in light of what happened last year I do not think I am far from wrong. The students at this school are Christians and can therefore be expected to live their faith. If the people in charge of Open Dorm believe, that Open Dorm will result in sex orgies and set up rules and regulations to make sure these orgies will not occur, is not the Christian faith of the Concordia student being doubted?

Will there be Open Dorm in our stockings Christmas Morning?  
Sincerely,  
John Meier

## Way back when...

"Ra, ra, rumbleseats and running boards, them was the good ol' days." I don't remember too much about rumbleseats or running boards, but I do remember "the good ol' days." In one respect, "the good ol' days" at Concordia were not so long ago, though it is beginning to seem impossible that they ever existed.

In the respect I'm talking about, "the good ol' days" were

those years past, at least the last two, when one arrived on Concordia's campus to find men living in men's dorms, women living in women's dorms and, on weekends at least, a member of one sex being able to visit a member of the other in his home setting — his dormitory room. The visiting was initially "permitted", at least in the men's dorms, on Sunday afternoons and, if desired, the open dorm privileges could be extended by submitted petitions of request to the Dean of Men (or Dean of Women) for approval. Such petitions were usually submitted and approved during the first couple weeks of each quarter. The process was looked upon by most as both normal and reasonable.

Perhaps the lack of Open Dorm is due to the time it takes to formulate plans that will protect the purity image of Concordia College. The mind boggles at what these plans could be, such as converting the Health Service into an Abortion Clinic, or finding a way to put contraceptives in Szabo's chocolate milk. The only explanation I can come up with is that someone evidently thinks the students here are very naughty little boys and girls.

Parents and Pastors should be told that Concordia College is not a babysitter. There is no reason why an institution of higher learning has to be saddled with the responsibility of continuing the apron strings. If "mommy and daddy" have not imbued their little "darling" with a sense of moral responsibility they have no right to foist their failure on Concordia.

So far this year, normalcy has been disrupted and reasonableness turned into a mockery. First, we were told that before any Open Dorm privileges would be granted we would have to submit our petitions, which we soon did. Days turned into weeks and no action was taken (though on a couple of "special O.D.D.'s were given for which dubiously be thankful.) When we began to ask the reason for the delay, we were told that our requests had to go through "proper channels." We were not overly disturbed at this, as "proper channels" were defined as the office of the president. However, this definition was later expanded to include the Faculty Advisory Committee, and still later, the Board of Control. Meanwhile, it seems our petitions were "mellowing" in a mahogany desk drawer in the Dean of Students office. (Perhaps someone thought that, like ginger ale or liquor, our requests would be improved by being aged in wood.)

Days which had turned into weeks had now turned into months, and finally into winter quarter. Where are our petitions? The Dean of Students tells us that they are now in the hands of the Board of Control, or were in November. It is now December and it seems obvious that in the name of "proper channels" the "powers that be" have stalled so long as to make a mockery of their oft quoted "reasonableness." Reasonableness — now

much an abstraction and a stalling technique — at one time had some objective reality around here. Alas, "them was the good ol' days." At the risk of being labeled reactionary, I would suggest (to those concerned) that it would be "reasonable" to return to the normalcy of "the good ol' days," at least with respect to open dorm, before the Second Advent makes such action impossible.

Dave Aasved

## Thank you

We the coeds of Luther Hall wish to express our appreciation to the professors and their families who helped us celebrate the Christmas season. Our thanks are extended to the following:

Coach and Mrs. Chiapuzio  
Professor Gebauer  
Professor and Mrs. Krause  
Dr. and Mrs. Lassanske  
Dr. and Mrs. Manz  
Mrs. Marschke  
Dr. and Mrs. Meyer  
Professor and Mrs. Offermann  
Professor and Mrs. Peter  
Dr. Rediehs and family  
Professor Richterkessing and family  
Professor Rockwood  
Dr. Rutz and family  
Mr. and Mrs. Spaulding  
Dr. and Mrs. Stach  
President and Mrs. Stagemoeller

A blessed Christmas to you all.

## CROSSES

Let's join a ghost of X-mas future on the Remco dream machine for an enervating journey through the collective mind.

Reality portrayed in simple black and white, a racial confrontation. Because a common vocabulary (or set of responses) does not seem to exist between Races, true communication is rare. Clothes, homes, minds, music, all are unique from a different cultural vantage. Racism and reverse racism tend to keep them that way.

Imagine the above as lead in for a psycho-drama, "I'm Dreaming of a Black Christmas". Our setting is the throw away society. It occupies center stage throughout the performance. It will all fall into place so perfectly.

Where's the Black Santa? Where's sweet baby Jesus? Don't worry, in the best of harlequin traditions they will have a walk on part at just the right moment. In the final act all the people are wrapped up and given to their presents. Yes during the colorful celebration the possessors become possessed by their possessions.

As the environmental ghost takes flight through a formation of angels he cries, "Merry Christmas to all, and how can people be comfortable with a dead pine tree in their house."

Ron Gustafson

## The Sword Staff

The Sword is the bi-weekly publication of the Student Association of Concordia College, St. Paul, Minnesota. The opinions are those of the authors and do not necessarily reflect those of the administration, faculty, supporting staff or the remainder of the student body of Concordia College, St. Paul. All contributions should be mailed to The Sword, Box 600.

Editor-in-Chief  
Associate Editor  
Feature Editor  
News Editor  
Sports Co-Editors  
Business Manager  
Photographers

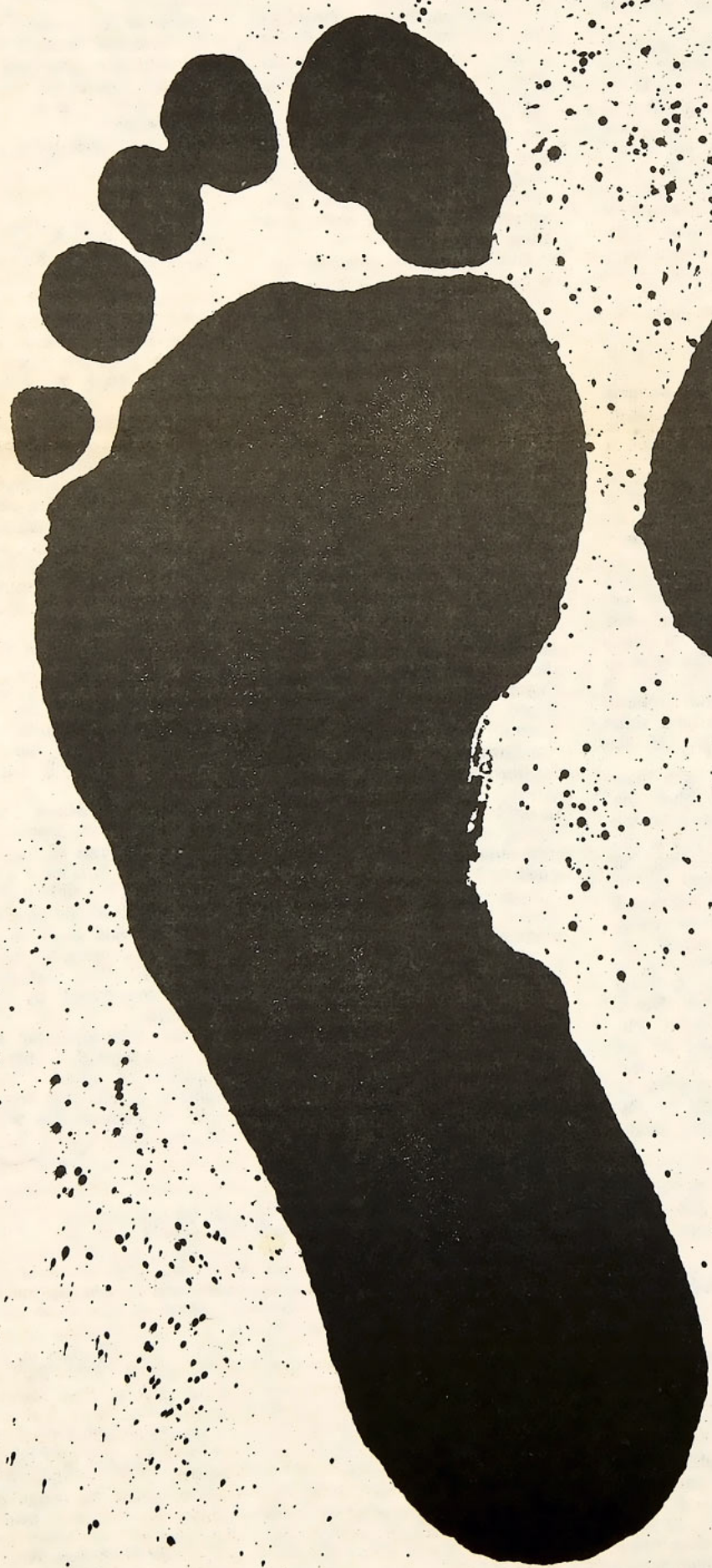
Copy Editors  
Sep-up Editor  
Cartoonist  
Reporters

Copy Staff

Faculty Advisor

Gary E. Brandenburg  
Boyd Ahrens  
Ann Johnson  
Vicki Geda  
Ralph Cook, Steve Klingberg  
Janet Flechsig  
Donald Smith, Marty Punke  
Gary Carstens  
Diane Lyons, Madalyn Meyer  
Carol Janes  
Laurel Lampela  
Bernice Pompe, Norene Hass  
Linda Haas, Paul Berg  
Suzie Zinter, John Lukomski  
Sue Wendt, Delaine Riebe,  
Jane Mueller, Charlene Schuerman,  
Ellen Simmer, Elaine Schuelke,  
Valerie Prieve, Pat Weinholdt  
Professor David Paulsen





Come!

let us find Jesus!



## first impression of winter snow

My stay in the United States has brought to bay certain fascinating experiences which I might not have had during my life span in Nigeria. One of these is my first sight of snowflakes which was so beautiful and fascinating a scene in the annals of my life. In fact one would wonder how dismayed I was as it so happened in the night.

I was interrupted by a friend in my room as I was buried among the books to see what had happened outside. I hurried to my window curtains, unveiled them and beheld so white a scene I had never been involved in. I stopped a while and thought of what it might be, for I never expected snow to fall in that structure. The whole atmosphere was covered with white stuffy substance and the field was completely painted white. I remembered the simile I learned at school about white objects — "as white as snow", and concluded that the snowflakes have come to stay.

I stood there for a moment, gazing at the beauty of the snowflakes and pondering over the wonders of nature. Further still, I opened the glass windows

and stretched out to get the snowflakes, but I was quickly pushed back by the accompanied extreme cold of the snow. A man from a hot tropical climate is now faced with a severe, cold temperate climate.

I have already heard of the extreme winter weather of Minnesota and its snow. Now, I have seen it myself, for experience is the best schoolmaster. There was no getting away from it but to endure its intensity. At this juncture, I remembered how the Eskimos of the Tundra Region can survive the severe winter as a result of their adaptability to their environment. So I concluded that I shall survive.

One will realize the fact that man, through homeothermus in physique, has an outstanding characteristic — the adaptability to his own environment. It is this characteristic which has placed man higher than the rest of other animals in the mammalian kingdom. With acquisition of some winter devices, I have now begun to adapt myself to the cold snowflakes that continue to grow in depth daily with the winter

season. At first my impressions were of fear and horror but now it is of fun and humor.

I have learned a lot about the winter snow and I am now in a better position to tell others about the snowflakes, particularly, the winter snow of Minnesota. Its beauty is fascinating and splendid but its cold effect is detrimental and disastrous. May I therefore end by saying:

My thanks to God, the Creator,  
Who gave man the intelligence;  
Forever to be the victor,  
Of adverse weather or  
pestilence.

Oh, thou winter snow of Minnesota,  
Green shall thou remain in memory;  
Thy age as old as rock of Gibraltar,  
Forever, remain with God in glory.

Ye inhabitants of Minnesota,  
Praise ye your God in earnest  
For who can curb the snow disaster,  
'Tis only God, our Father, the dearest.

Mr. Efiog Udossen



Efiog Udossen "making adjustments. . ."

## S.A.L.S.

What do these letters represent? There are very few people here at Concordia that know the answer. The letters represent the Synodical Association of Lutheran Students. It consists of representatives from all sixteen Lutheran Colleges throughout the United States and Canada. These representatives rap about problems which concern all the schools in general, such as worship on campus, cultural exchange between schools, and the application of "in loco parentis" which is basically the school taking over as the parents of the student, many times saying make your own decisions, but you must listen to us. It also works in and through the Synod's Board of Higher Education (BHE). S.A.L.S. has student representatives on the BHE Student Life committee.

The afore mentioned problems were discussed at the meeting this fall in Austin, Texas along with workshops in the areas of student newspapers and community relations. The reports of progress in these areas will be part of the discussion at the convention in the spring at Ann Arbor.

## Jesus buried in Japan

On a hillside in the northern mountains of Japan, a guide will point to a 30-foot mound of earth just off the path away and explain: "This is the tomb of Christ." Japan has harbored this tomb for sometime, but only recently has this country become aware of its existence and the legend connected with it. The story first came to light when John Justin Smith of the Chicago Daily News, heard the story and decided to investigate.

The legend is said to have originated with the Shinto priest named Kiyomaro Takeuchi, a member of an ancient Japanese family, who made the discovery in his family writings. The Takeuchi legend says that Jesus first visited Japan at the age of 18, during those "hidden years" Biblical scholars know so little about. While he was in Japan he studied under a Shinto priest named Takeogokoro who taught Jesus such ancient Japanese tricks as being able to conceal himself and throwing a bamboo pole into the water and walking on it.

During this stay in Japan, Jesus visited the Emperor who told him he was the king of the Jews. Armed with a knowledge of magic and kingly title, Jesus returned to his homeland to preach that the Kingdom of God

was at hand.

The legend goes on to say that when it became apparent Jesus would be executed, his younger brother insisted that he die in his place. Jesus' brother — Isukiri, in Japanese — agreed with Judas that in the Garden of Gethsemane, Judas would kiss him instead of Jesus. As a result, Isukiri was the one to be arrested, tried and crucified.

Two days after Isukiri's crucifixion, the legend says, Jesus and Judas entered the tomb, stole Isukiri's body and buried it in the Judean hills.

Jesus then undertook a four-year journey to Japan. He is said to have landed at Hachinoe on the coast of the Japanese island of Honshu, and then traveled inland to the village of Shingo.

In Japan, says Takuchi, Jesus took the name of Torai Taro Tenkujin, married a Japanese woman named Miyuko, had three daughters and lived to 112 as a respected teacher and prophet.

The legend has gained popularity in recent years. Several books have been written about it, and Japanese archeologists are starting to investigate. What remains today is a 30-foot mound for a grave. Atop the mound are two six foot peaks, each of which have a wooden cross. One cross is to mark the grave of Jesus, the other marks the place of burial of the hair and ears of Jesus' brother, relics taken from the body by Jesus after Isukiri's burial.

Many people are convinced the story is true. There is a "Christ Festival" in the village of Shingo each June where the villagers sing, dance and pray. Those who believe the legend, point out that long before Takeuchi even announced his discovery, the people of Shingo marked the foreheads of their babies with a cross in ink, and also put on their children's clothing, a star which is identical to the Star of David. Smith, the Chicago newsman, verified this latter statement.

The late Mrs. Kiku Yamane, the author of "Christ Died in Japan" calls the Jesus legend "dumbfounding but true." Mrs. Yamane says that Peter was being honest when he denied the prisoner on trial for his was not acquainted with Jesus' brother. She also contends that if it had really been Jesus, the Son of God, on the cross, he would not have cried out in despair.

(Ed's note: This is taken from an article in the October 29, 1971 issue of THE SOWER, which was based on an article written by George R. Plagenz in the September 4, 1971 issue of the CLEVELAND PRESS.)

## MPIRG — "buy off"

Citing the Minnesota Public Interest Research Group as a "buy off" of today's college students, Bob Meek, Chairman of the Minnesota DFL Youth Caucus, called on students to make a commitment to improve their community and make a liveable environment in all sense of the word, for all people.

Meek, addressing a meeting of DFLers in Northfield Monday evening, chided MPIRG for using

the guilty consciences of today's young people for their own financial gain. "It seems abundantly clear that MPIRG analyzed the situation of today's campuses and decided that student attitudes were such that they would give one dollar to clear their consciences."

"The concept that all that needs to be done is cure the ills of today's society is for each individual to give one dollar and then let the scientists and lawyers solve the problems is the main reason the United States is in such a mess right now."

"It's always easier not to make a personal commitment to improve conditions and cop-out by giving just one dollar. However easy that practice may be it is not the way we're going to solve the problems of environment, poverty and racism."

"If students really want to improve things it is time they quit talking and letting other people solve the problems."

Meek cited the main issue in the minds of most Americans, as performance of government. "People know they are not getting a dollar of results for a dollar of taxes. There are very few people left who believe they can buy security at home by destroying nations abroad. The idea that enough money can solve any problem must be done away with." Meek also commented that American's are getting what they deserve. "If people believe they can buy security, buy a clean environment, buy an end to racism, they are then getting what they deserve: Monday spent on programs that do not work. The defense industry has not given us security in return for tax dollars, the millions spent on pollution control are dwarfed by the amount spent by company's to promote products which destroy our environment and poverty programs have not ended racism."

"If we are to make the system work it is going to be necessary for people to involve themselves in the process that makes the decisions — politics. But as long as we let someone else do the problem-solving and someone else elect public officials, four or five percent of the people in the country will remain in control of our national will. When the day comes that Americans attempt to regain control of their country from 4 to 5 per cent of the population, no doubt troops will march on the cities, however, it's about time military did something at home."

## Bronxville's inner city program

Concordia College, Bronxville had a program to try to help the inner city children of New York City. The program was open to any student of the college and they had a choice of three inner city churches to go to help the children.

This program wasn't only a tutoring program, but it was also a recreational program to give the children a chance to experience other aspects of the city.

Every Saturday the students went to the various inner city churches to work with the children. In early September the group went to the houses in the area of the churches and talked with the parents to see if they would permit their children to be in the program. Most of the parents agreed to let them go some just to get rid of the child for a few hours and some because of the experience to be gained. After the canvassing was done the program was ready to begin.

They would frequently go on field trips to places the children might not have a chance to see, such as: the Statue of Liberty, Empire State Building, parks, museums, etc. Occasionally small groups would come to the college to spend weekends and to see different areas of the state.

After the success with the school year program, the college decided to try a summer program, where college students would live in the church and be with the children all week for two months in the summer. This session was fairly successful due to the fact that the students were around the children most of the time and were there if they needed help.

This program was Concordia's way of helping the neighboring communities and also giving both the students and the children ideas of different social groups.

## The way it is all so often

And there were in the same country, husbands and fathers keeping watch over their homes by night but going to work every morning to make lots of money.

And lo, the smooth-voiced TV announcer came upon them and the glories of many fine possessions shone out at them and they were sore afraid they would never be able to buy all the things their families wanted.

And the TV announcer said unto them, "Fear not, for I bring unto you good tidings of great joy, which shall be to all parents, fathers, mothers, children and relatives."

"For unto you there is this day in the city where our store is, a saviour, which is our credit manager."

"And this shall be a sign unto you. You shall find this wondrous one wrapped in red clothing, with a big stomach and sporting white whiskers and called Santa Claus. He will be in our credit department where you can charge everything, with no payments until February."

And suddenly there was with the TV announcer a multitude of TV actors praising the store and saying, "Glory to Santa the mostest and on earth lots of presents for you. And we're open until 9 p.m. every night until Christmas."

And it came to pass the TV actors faded away into the blood and gore of a high-rating children's program, the fathers and mothers said one to another, "Let us now go even unto this store which the TV announcer has made known to us."

And they came with haste and found glittering wrist watches, fur coats, transistor radios, electric can openers, new dresses and also the wondrous one, dressed in red, with fake whiskers and a truly happy smile as he sat by the cash register saying, "Ho, ho, ho."

And when they had made their purchases, they made known among all their neighbors how they were going to have one of the best Christmases ever, but Santa Claus (the credit manager that is) kept all the time contracts in his safe and pondered on all the interest he was going to collect.

—Herb Williams



## Attention: draft changes

A new draft deferment classification was created by the Selective Service which will eliminate the 1-Y classification and add the 1-H. The new rules are expected to go into effect in December.

Objections were raised against the 1-Y classification because it lumped various draft exempt men such as homosexuals, criminals and borderline physical cases into one category. The new 1-H classification, according to Major Garrett Williamson, state chief of local board operations, will "let a young man know as soon as possible where he sits" and will help cut down on administrative work for local boards. 18 year olds will be put in the holding group until their lottery numbers are drawn during the year they reach 19, unless they ask for special classification. If they have high numbers and are safe from the draft, they'll remain 1-H and save bother for both them and their draft boards.

In Minnesota, the number of

men who will be 1-H will depend on the lottery number selected as the borderline between safe and unsafe numbers. This will depend on monthly draft calls set by the Pentagon.

The proposed rules also establish new procedures for draft board exemption and deferment hearings designed to enable a young man to make "a fair representation of his claim" without permitting protesters to clog up the system. New hearing procedures permit a young man to appear with witnesses before his local board to press his claim for deferment or exemption. However, it will also allow personal appearances before state or presidential boards without witnesses.

The requirement that a man born after Aug. 30, 1922 carry his draft card on his person was waived by the Selective Service. From now on, registrants must carry their cards only until the end of their liability — age 26 for those never deferred and age 35 for others.

Young men will be allowed 30 days before or after their 18th birthdays to register for the draft. Originally, the old rule gave them five days.

A new 2-D classification will be established for divinity students making satisfactory progress in their studies and a new 4-G class will be for sole surviving sons and young men whose father, brother or sister was killed in the line of duty after Dec. 31, 1959, or is captured or missing in action.

A new minimum age of 18 was established for draft board members, replacing the old minimum of 30. The maximum length of service possible was cut from 25 years to 20 years.

In the future, men are to be classified as 1A-AO, meaning acceptance undetermined, or 1A-RI, meaning their cases are being judged. Temporary physical disqualifications, such as bone fractures, would put men in the 1A-RI classification.

Keep on the watch for further information!



Al Baldivia, a Chicano speaker, addresses Concordia students during convocation.

## Chicano activist speaks here

"Bring our brothers home now. . . When we march and when we chant, we leave no doubt as to who is marching, and for what reason. Why do we march? Because we are drafted at a much higher level or rate. There are towns in Colorado where 50 percent of the population is Chicano and 90 percent of those drafted are Chicano youth."

The December 2nd convocation gave Concordia students a chance to hear Al Baldivia, a well-known Chicano speaker and a member of the Your Socialist Alliance.

Once the word "Chicano" was a racist term. Now as the Chicanos gain more pride in themselves they use the term to show both their Spanish and Indian heritage. The Chicanos comprise 12 percent of our population.

"Nationalism in Chicano communities has developed because we suffer from the most severe racial, cultural and economic pressures." The average Chicano family income is \$5,641 per year, while the average for others is \$7,894. The unemployment rate for Chicano youth is 70 percent greater than the rate for all others.

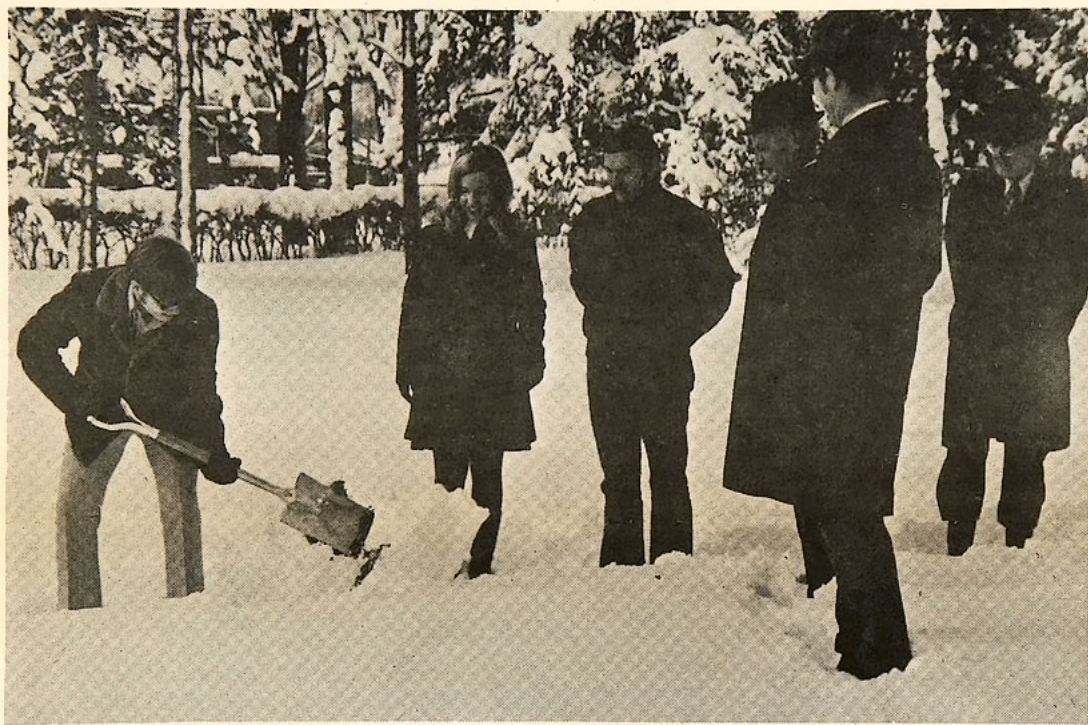
The average educational level for Chicanos is 8.5 years compared to 12 years for all others. "Twenty-eight percent of all

Chicanos are functionally illiterate while only 4 percent of Anglos fall into this category."

"... and the need for a complete and final break from the Democratic and Republican parties because we realize that they do not have our interests in mind, and they represent the very system that oppresses us." There is now an independent party, the Raza Unida Party, which works in the interests of Chicanos, and will run their own candidates.

"Chicano nationalism has consistently shown itself in the anti-war movement. . . The farm workers' struggle was an impetus for the Chicano movement. . . The Cuban Revolution has had a direct impact on the Chicano movement. . . We've learned a lot from the Black struggle."

"Only when the maximum number of Chicanos are involved in fighting for our liberation without being tied to the very institutions of capitalism that oppress us will we gain our liberation." This can be done through gaining strength of the Raza Unida Party, Chicano newspapers gaining circulation, and through more and more Chicanos organizing around the issue of nationalism and self-determination.



Bill Pieper, student body president, breaks ground for the new Student Union.

## Students jobs in Europe

Thousands of paying student jobs are available in Europe. Winter jobs are immediately available in ski resorts, hotels and restaurants; and summer jobs are available throughout Europe in resorts, restaurants, hotels, hospitals, factories, offices, shops, and doing baby sitting, manual labor, camp counseling, and a number of other categories. Most of the jobs are in Switzerland, France, Germany and Spain, but selected positions are available in other countries. Standard wages are always paid and free room and board are provided in most cases.

All of this means that any American college student willing to work can now earn a trip to Europe. A few weeks work at a paying job more than pays for one of the new round-trip youth fare tickets to Europe, and a few more weeks on the job supplies more than enough money for traveling around Europe. The Student Overseas Services (SOS), a Luxembourg student organization, will obtain a job, work permit, visa, and any other necessary working papers for any American college student who applies.

Any student may obtain application forms, job listings and descriptions, and the SOS Handbook on earning a trip to Europe by sending their name, address, educational institution, and \$1 (for addressing, handling and postage) to SOS-Student Overseas Services, Box 5173, Santa Barbara, California 93108. Winter ski resort jobs and jobs at the

summer Olympic Games in Munich, Germany, should be applied for immediately!

## the Messengers

"The Messengers" is a folk group of young Christians from St. Cloud, Minnesota. The members of this group are either from the area of St. Cloud or attending classes at St. Cloud State College. All these young people have decided to dedicate their hearts and lives to Christ. Through song and fellowship they have shared their joy and happiness in the Lord with countless numbers of young people. Much of their music used in praise, was written and arranged by members of the group.

The group asked for the chance to share with the students of Concordia, and were deeply thrilled and excited when given the opportunity. The Concordia Student Body was invited to attend a fellowship hour on Sat., Dec. 4, from 8-10 p.m. in the Guest House, conducted by the Messengers. After meeting and talking to Lynn, Myrna, Chris, Mary, Becky, Dave, Ken, Larry and Bruce, we were able to hear their Praise to the Lord in song at the Coffee House from 10-12 p.m. It is the sincere hope of "The Messengers" that all who were present may have experienced the Love of God they had to share with us.

Some people have been wondering about the purpose of MPIRG (Minn. Public Interest Research Group). Is it an ecology group or what? MPIRG can deal with environmental problems but it is in no way limited to just this concern. MPIRG can deal with any project which would serve the public interest. At present with the cooperative effort of the state board and your own local board here on campus, MPIRG is working on a consumer protection project. They are surveying local chain stores, checking and publishing a list of the prices of various products. This has a three fold objective:

- (1) make sure they are complying to Nixon's economic laws,
- (2) inform the consumer where he can find the most reasonable prices, and
- (3) check whether prices in the inner city area are substantially higher than those in the suburban areas.

MPIRG is also involved in other projects. The state board has contributed funds for the M-Tops Christmas party. A representative of your local board has been working with the curriculum committee on the topic of independent study. Once independent study is established it is MPIRG's hope to help individuals finance their research

projects. And in the ever present problem of ecology, MPIRG is now organizing a recycling effort here on campus.

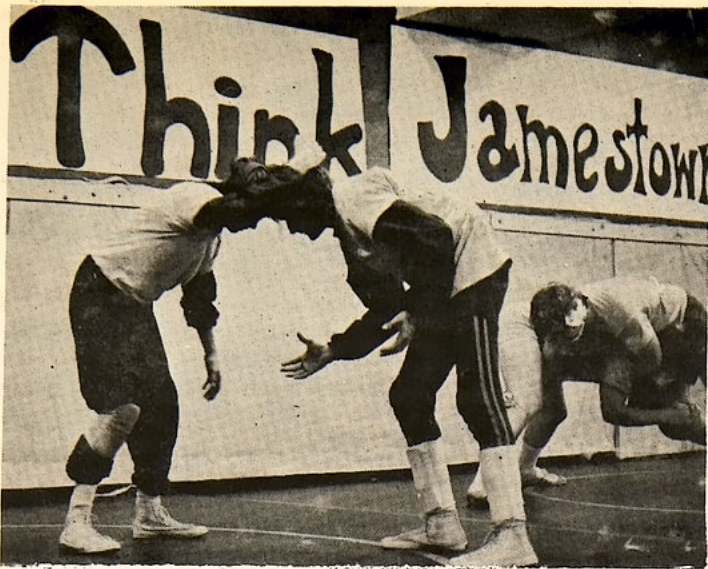
But despite the wide variety of projects the group feels that present action is inadequate. The problem: MPIRG needs more volunteers and project ideas. So if you have a project which could serve the public interest, please bring it to MPIRG. Also if you would be willing to work on projects aimed at helping others, MPIRG is in need of your assistance. This is MPIRG's initial year on Concordia campus. It was founded with the desire to help others, but it will need your help to succeed.

## MPIRG Needs YOU

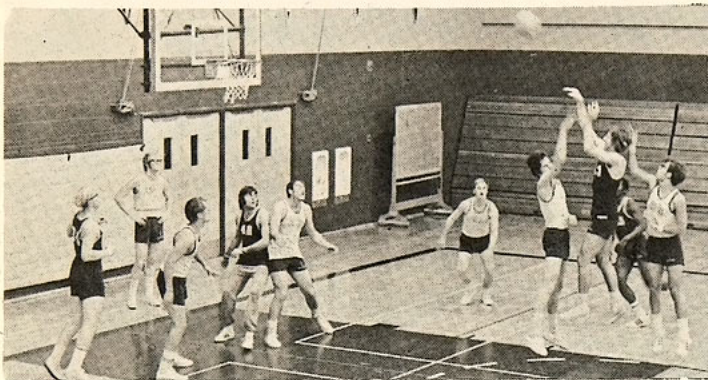


Concordia and Hamline bands combine their talents in a fine performance on December 1 in the LMC.





Think Janestown... AND VICTORY!



The team scrimmages in preparation for a game.



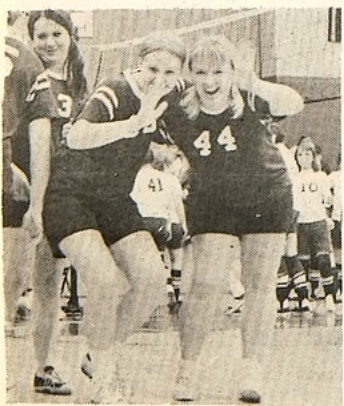
Volleyball is double fun!!

### Comets Down Dordt

The Concordia Comets started off their new basketball season with a bang by downing the Dordt College Defenders 84-79 in an overtime thriller.

The Comets played a good consistant game throughout, but were met by a tough Dordt defense, and an efficient offense, which had to fight uphill, but managed to tie the Comets in the last seconds of the 4th quarter to throw the game into overtime, but the Comets took charge and defeated the Defenders in grand style.

Top scorers for the Comets were Mel Riley with 18 points Dick Cloeter with 16; Marty Zobel with 15; Kerry Roth with 17 and Perry Oleson with 13. Other players who contributed to the Comets score were Joel Rode, Mike Rambold and Jon Stenbeck. Top scorer for Dordt was Ron DeGroot with 28 points.



Bernadette Hebert will do typing in her home. Call 522-9027 for more information.

### New Intramural Season

Thursday December 2nd the mens intermural basketball season began. This season appears to be even better than last season, the reason being that they're more teams this year, and the caliber of the teams has improved. The games are being played on Thursday and Sunday evenings at 8:30 and 9:30 in the SMC. The season looks to be a promising one so come on out and play for your wing team or cheer your team on to victory.

## Hertz HOLIDAY SPECIAL

featuring  
New Fords and  
Plymouths.  
Special rates  
Rent-it here  
Leave-it-  
there service.  
Car may be rented  
anytime from noon  
Dec. 17 thru Dec. 30.



For more details call Rudy. 224-1313. 15 E. 4th St. St. Paul.

## Coach's Comments

As you know the Comets started their season off by defeating Dordt College. I talked with Coach Barnes the man responsible for coaching the Comets to victory.

As you know (or don't know) the Comets joined the Tri-State Athletic conference. Coach Barnes looks forward to a challenging season this year with no easy games. Out of twenty games in the season we have twenty challenges. With this situation not everyone will get to play, as much as he would like to give everyone a chance.

Some of the top players this season should be; Marty Zobel, Dick Cloeter, Perry Oleson, Joel Bode, Mel Riley and Kerry Roth, but he will not go with any set starting lineup. Coach Barnes is looking for some good back-up from Mick Rembolt and Jon Stenbeck at guard and Rich Heinrich at center.

The Comets second in command is coach John Hendrickson who played for Concordia for three years, and was named all converence two of those years.

In all it should be a good and exciting season, so come out and support the Comets.

## Final 1971 Concordia Comet Soccer Statistics

By Steven Klingberg

Linemen	Goals	Assists	Attempts on goal	Interceptions
Dean Ansari	4	5	35	11
Marv Weber	5	2	31	13
Kelly Chatman	0	1	17	6
Kambiz Kashani	2	0	17	3
Mick Rembold	1	3	14	9
Earl Asmus	1	1	7	16
Mike Zwemke	0	0	2	0
Steve Moeller	0	0	1	1
Rick Hilliard	1	1	17	7
(Totals)	14	13	141	66

Backs	Interceptions	Tackles	Cleats
Tom Kroll	18	18	24
Steve Scheer	15	5	12
Rick Hilliard	9	8	12
John Steinbeck	18	17	37
Don Brand	12	5	19
Duane Lofstad	16	13	19
Chris Dodge	4	2	4
Gayle Degler	18	14	36
	110	82	163

Saves by Goalie  
Bob Lyngstad 78  
Mike Zwemke 69

Shots on Goal  
Concordia 159 Opponents 144  
Total Goals  
Concordia 14 Opp. 24

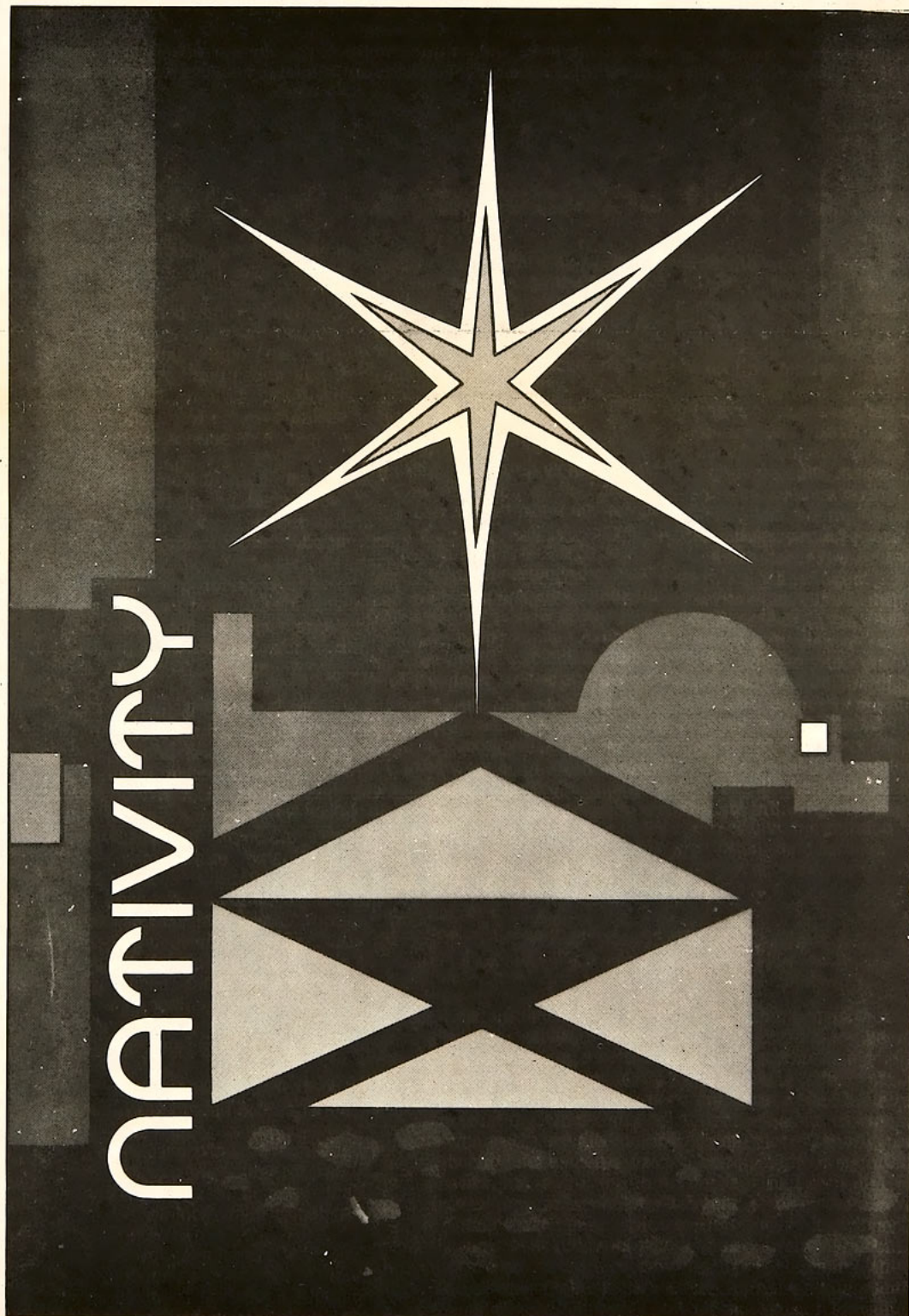
### Final Conference Standings

Bethany  
Concordia  
D.M.L.C.  
Pillsbury

W-L  
6-0  
3-3  
3-3  
0-6

## Ansari most valuable player

Dean Ansari was named by the Concordia Soccer Comets as the most valuable player. During the 1971 season, Dean scored 4 goals and led the team with five assists. Against Macalester, Dean scored all goals to help his Comets win. Ansari also was placed on the all-conference team. Congratulations to Dean Ansari.




Nels I. Sandstrom  
2024 Fairmount Ave., St. Paul, Minn. 55105



Aid Association for Lutherans Appleton, Wisconsin Fraternalife Insurance





*and then came love...*